



GNITED MINDS
Journals

*Journal of Advances and
Scholarly Researches in
Allied Education*

*Vol. IX, Issue No. XVII,
January-2015, ISSN 2230-
7540*

**AN ANALYSIS OF THE IMPACT OF
ADOLESCENT STUDENT'S DEFENSE
MECHANISMS AND EMOTIONAL INTELLIGENCE
ON ACADEMIC EFFECTIVENESS**

AN
INTERNATIONALLY
INDEXED PEER
REVIEWED &
REFEREED JOURNAL

An Analysis of the Impact of Adolescent Student's Defense Mechanisms and Emotional Intelligence on Academic Effectiveness

Parveen Kumar^{1*} Dr. Shailendra Singh²

¹ Research Scholar, Department of Psychology, University of Rajasthan, Jaipur

² Associate Professor, Psychology, G. D. Govt. Girls College, Alwar, Rajasthan

Abstract – Emotional intelligence as the capacity to interpret, access and produce emotions, as well as supporting our thinking, knowing emotions and emotional awareness, and controlling emotions reflectively in order to foster emotional and intellectual development. We will learn our self-better by strengthening our EI, and then we will understand more about the other. Besides that, under some situations, we should change our conduct. We should do our hardest to mitigate the harmful protection function by recognizing our capacity to change EI, which can have a poor effect on ourselves and situation around us. Once we recognize our feelings, we will act and react based on our perception and show the result that will determine how to behave and that will involve the defensive mechanism. The intellect one of amplifies thoughts by giving an unconscious and aware triggering evaluation that is more comprehensive and intensive. Physiological signals of a particular feeling. This study proposed to determine the combination assessment and Bar-On to establish emotional intelligence modelling instrument and observe the interaction between emotional intelligence and processes of psychological security. We will then figure out how relevant the EQ is by utilizing this literature review and how it will have a positive influence on ourselves and others.

Keywords: Adolescent Student, Defense Mechanisms, Emotional Intelligence, Academic Effectiveness

-----X-----

INTRODUCTION

Human beings are always in the phase of transition and are often discouraged as an obstacle hinders their advancement towards achieving their objectives. The condition contributes to a disagreement where priorities are contradictory. Any human being is compelled to escape fleeing or defending themselves from the fear induced by these attacks.

It needs a lot of focus, motivation and problem-solving capabilities to respond to shifts in environmental circumstances. Many of these struggle as extreme unfavorable thoughts take over. By diffusing harmful feelings to preserve and regain a stable state of mind and achieve mental homeostatic, the psychological defensive system plays an essential role. The defense mechanism is characterized as automated psychological processes that protect the person from overwhelming anxiety and perception of internal or external hazards or stressors. Therefore, the defensive mechanism acts by dampening detrimental emotions that exist in each and every human unintentionally, analogous to the immune system that functions without our conscious consciousness. In the sense of psychopathology, Freud, the founder of

psychoanalysis, first proposed the idea of the protection system in 1894. Therefore, defensive strategies against contemporary psychologists that accept that defenses are adaptive and foster mental wellbeing were often regarded as maladaptive and unhealthy.

When used within limits, the defensive mechanism helps to control tension, powerful adverse emotions and dissatisfaction, while psychopathology can contribute to unnecessary use of inadequate age defenses. The consistency and quantity of the usage of defensive mechanisms thus dictate the route to either natural adaptation or psychopathology.

DEFENSE MECHANISM

The body spontaneously initiates many healing steps in the event of bodily damage to return the body to its healthier condition. To establish body protection against any disease-causing organism, vaccines are given. It even resorts to safety against mental shock, immense tension and fear, just as our body improves security against any actual wounds and accidents. This are the behavioral system recognized as the largely implicit security mechanism, i.e. running the

knowledge of strangers to defend against fear, disputes and external challenges.

Protection strategies are part of our normal lives and they are a means for us to cope with tension. Mechanisms of protection (or behavioral mechanisms or mechanisms of ego defense) are neurological mechanisms or psychological techniques adopted in many forms to defend against fear related to interpersonal tensions or external challenges. Individuals try to stop or separate themselves from complete knowledge and comprehension of negative feelings, attitudes and behavior. Most protection mechanisms work more at an implicit stage, i.e. without the consciousness of the individual as people do not know at the moment that they are utilizing them.

For many years, the idea of protection function has been dismissed by mainstream psychologists, but recent scientific findings have sparked a revived interest in defense studies. Cognitive psychologists have documented evidence of the presence of implicit psychological procedures that are a protection prerequisite. Developmental, social and behavior researchers have all provided proof that internal processing is clarified by the protective system.

Therefore, defensive systems are the unconscious powers that contend with fact and shield the aware mind from disruptive thoughts and stressor-generating fear to preserve an intact self-image. Protection systems act as the mind's shock absorbers.

Freud was the founder of psychoanalysis, which is both a psychiatric disease recovery technique and a philosophy established to understand human actions. Sigmund Freud first identified defensive mechanisms and the word was first used in his paper "The Neuro Psychoses of defense" and later established by his daughter Anna Freud, who conceptualized defense mechanisms and added further to the defense list. Some major thinkers contributed work focused on the legacy of Freud, while other thinkers gave fresh insights as opposed to the ideas of Freud. The theory of Freud has a very powerful impact on psychology that contributed to a whole school of thoughts arising. Until around 1900, Freud thought that protection was necessary and responded to his patients' painful feelings. The person used defensive strategies to fend off and escape the traumatic encounter that Freud implemented, as Snowden quoted, the topographical and organized model of mind.

Reality anxiety results from apprehension of incidents in the physical world and its origin is generally quickly recognized. For example, An individual might be fearful of having a dog bite near a dangerous stray dog. In order to minimize fear, the person seeks to escape the threatening entity. Owing to apprehension of disobeying and breaching our own beliefs and moral codes, moral distress emerges.

Self-efficacy is unique to the domain. One notable characteristic of self-efficacy is that it is multidimensional in nature rather than a static disposition. In some cases, efficacy beliefs vary on the basis of the area of working which is self-efficacy beliefs are task-related. Thus, self-efficacy has been examined in a broad variety of specific fields such as scholarly, social, mental, job, clinical, athletics and fitness fields have been undertaken inside academic sub-domains such as algebra, literature, with regard to academic self-efficacy. Self-efficacy views could be strong in the intellectual sense, but social usefulness, such as contact with colleagues, may be poor on the other side. There may also be a strong confidence in effectiveness on one topic within the scholarly sub-domain, but poor on another subject. Personal efficacy is not a generic formulation stripped of meaning, but a self-judgment unique to fields of activity.

In terms of academic self-efficacy, self-efficacy is also defined within an academic framework that describes learner decisions regarding one's capacity to accomplish educational objectives effectively, academic self-efficacy is defined as the personal judgement of students / individuals regarding their ability to perform certain educational activities / tasks.

Extensive study has been performed on the four psychological mechanisms by which human functioning is influenced by self-belief in efficacy: perceptual processes, motivating processes, affective processes and processes of preference.

Beliefs in self-efficacy affect neural functions in a number of respects. The very purposeful essence of human actions is controlled by forethought that embodies cherished aims. Self-evaluation of skill affects the setting of personal targets. Individuals with a good perceived self-efficacy set higher aim challenges for themselves and display strong adherence to them.

The courses of action are originally arranged in our heads to achieve a goal. People's values in self-efficacy decide optimistic or pessimistic habits of thinking. Those with a high sense of efficacy invest in scenarios of achievement, whereas disappointment is visualized by others who deny their effectiveness. A major role of thinking is to encourage people to anticipate outcomes and to create forms and means for those who shape their lives to practice a measure of power. By successful cognitive analysis of knowledge that involves several ambiguities, certain abilities evolve.

Other variables, such as socioeconomic states, have little strong impact on the degree of self-efficacy of children. For their offspring, families belonging to higher socioeconomic states have greater occupational and academic expectations. Family socioeconomic states linked to children's professions have also been established. Self-beliefs and expectations have prompted substantial educational

study, since they play an important role in the further growth and development of individuals. There are various levels of social, cognitive, and emotional involvement in school among children with different levels of self-belief. School-related activity has a huge effect on the formation and development of self-beliefs and expectations that form the early road to the future of adolescents, so educational scholars have based their studies on self-beliefs and perceptions to group the sense of self into the minds of students.

LITERATURE REVIEW

Chamundeswari (2013) Higher secondary students were tested for emotional maturity and academic performance. 321 For the research, higher secondary students acted as a sample chosen using random sampling from the numerous education systems, including state, attendance and central board colleges. The Emotional Intelligence Scale (Hydes and others, 2002) was the tool used for the analysis to measure emotional intelligence and the marks scored for academic success in their half-yearly Science results were taken. The collected evidence, mean, standard deviation, 't'- measure, Karl Pearson's Commodity Moment Correlation Coefficient 'r', 'F'- ratio, is subject to statistical study. Results found that among higher secondary students, there is a strong substantial association between emotional maturity and academic achievement. Furthermore, on the basis of the form of education, the findings revealed substantial variations in emotional intelligence. Compared to students studied in state board schools, students studying in central board schools were found to have a higher degree of emotional maturity, but displayed little gap with students at the higher secondary level in enrolment board schools. Similarly, students belonging to central board schools at the higher secondary stage was found to perform better in academia relative to students in registration and state and board schools.

Kolachina, Dr., Aruna. (2014). The study investigated the effect of emotional intelligence on the academic results of expatriate college students in Dubai. Fifteen per cent of the expatriate student population was selected as the survey group, i.e. 410. To collect the appropriate data, a standardized and convenient stratified sampling technique was used. A well-structured questionnaire prepared by the researcher covering the demographic profile of students, their sense of emotional intelligence (EI) and their academic performance (AA) is the instrument used for data collection. The results of the study show that the association between emotional intelligence and academic achievement among expatriate students is positive. The analysis also indicates that emotional maturity ranges among students with high and low enthusiasm for academic achievement.

OBJECTIVES OF THE STUDY

1. To study the interaction between the Defense Mechanism and adolescent students' Emotional Intelligence.
2. To study the relationship between adolescent students' Defense Mechanism and Academic Effectiveness.
3. To study the relationship between adolescent students' emotional intelligence with academic effectiveness.
4. To analyses the impact of the Medium of Instruction on adolescent learner's defense system, emotional intelligence and academic effectiveness.

METHODOLOGY

The appropriateness of methods to address the issue under review is one of the main tasks of science. The next move for the investigator is to take an approach in a sequential sequence to gather and evaluate necessary evidence after problem specification and hypothesis creation, evaluating the hypothesis framed in connection with the scientific enquiry. This chapter deals with the analysis methods provided under different captions, such as universe, survey, research architecture, planning and administration resources, and statistical treatment.

Sampling

The survey reflects a reflective percentage of the population. To achieve a representative sample, under regulated conditions, the researcher selects each unit in a defined manner. The one that provides a very similar portrayal of the population is a strong sample and it must therefore have full detail regarding the population from which the sample was chosen. A sample of higher secondary schools situated in rural & urban schools was taken for the current report.

RESULT

The correlation coefficient between the mean scores of different Defensive Types (Turning against object-TAO, Projection-PRO, Principalization-PRN, turning against self-TAS and Reversal (REV) and Emotional Intelligence and its four dimensions was measured in order to evaluate hypothesis H0C1. In Table 1., descriptive statistics (mean-M, standard deviation S.D. and number of students-N) were provided. The correlation index is shown in Table 2.

Table 1

Show of descriptive Defensive Styles (TAO, PRO, DRN, TAS & REV) and EMI statistics and their four dimensions (EMI-I, EMI-II, EMI-III, EMI-IV)

Variables	Mean (M)	S.D.	N
TAO	15.524	3.644	1330
PRO	18.061	3.005	1330
PRN	23.971	3.270	1330
TAS	18.424	5.061	1330
REV	24.156	3.572	1330
EMI-T	61.551	9.744	1330
EMI-I	15.047	3.150	1330
EMI-II	14.626	3.464	1330
EMI-III	15.630	3.516	1330
EMI-IV	16.316	3.220	1330

Table 2

The result demonstrates the association matrix between the mean scores of different defense types (TAO, PRO, PRN, TAS, REV) and the mean EMI-total scores and their four dimensions.

Defense Styles→ EMI-T& Dimensions↓	TAO	PRO	PRN	TAS	REV
EMI-I	-0.192**	-0.062*	0.153**	-0.092**	0.177**
EMI-II	-0.192**	-0.100**	0.196**	-0.098**	0.168**
EMI-III	-0.115**	0.025**	0.094**	-0.060*	0.025**
EMI-IV	-0.148**	-0.035**	0.135**	-0.057*	0.083**
EMI- Total	-0.216**	-0.050**	0.196**	-0.108**	0.149**

The mean (M), standard deviation (S.D.) and number of students (N) are seen in Table 1 inspection for different defensive types (TAO, PRO, TAS & REV) and EMI-T & its four dimensions (EMI-I, EMI-II, EMI-III, & EMI-IV)

Table 2 indicates that there is a strong and favorable association between EMI Total and Defensive Types PRN ($r = 0.196$, $df=1328$, $p<0.01$) and REV($r=0.149$, $df=1328$, $p<0.01$), although there is a significant negative correlation between EMI-total and TAO ($r = -0.216$, $df=1328$, $p<0.01$) and TAS($r = -0.108$, $df=1328$, $p<0.01$). EMI-total and Defensive Type PRO have no meaningful connection.

There is a strong positive association between EMI-I with PRN($r=0.153$, $df=1328$, $p<.01$) and REV($r=0.177$, $df=1328$, $p<0.01$), with a significant negative correlation between EMI-I with TAO($r= -0.192$, $df=1328$, $p<0.01$), PRO($r=-0.062$, $df=1328$, $p<.05$) and TAS($r=-0.092$, $df=1328$, $p<0.01$) with regard to the correlation between EMI-I and different defense styles.

The association between EMI-II and different Defensive Types indicates that there is a substantial positive correlation between EMI-II and PRN ($r=0.196$, $df=1328$, $p<0.01$) and REV($r=0.168$, $df=1328$, $p<0.01$) while there is a significant negative correlation between TAO ($r=-0.192$, $df=1328$, $p<0.01$) and

PRO($r=-0.10$, $df=1328$ m $p<0.01$) and TAS ($r=-0.098$, $df=1328$, $p<0.01$)

Furthermore, the association between EMI-III and different Defensive Types reveals a strong positive correlation between EMI-III and PRN ($r=0.094$, $df=1328$, $p<0.01$) and a substantial negative correlation between TAS ($r=-0.06$, $df=1328$, $p<0.01$) and TAO ($r= -0.115$, $df=1328$, $p<0.01$).

EMI-IV has a strong positive association between Defensive Types PRN ($r=0.135$, $df=1328$, $p<0.01$) and REV ($r=0.083$, $df=1328$, $p<0.01$) and TAO($r=-0.148$, $df=1328$, $p<0.01$), TAS ($r=-0.057$, $df=1328$, $p<0.05$) and no significant PRO correlation.

The was partly dismissed on the basis of the above findings (as t and s were approved for correlation between EMI complete & PRO, EMI-III with PRO & REV, EMI-IV with PRO and rejected for correlation between EMI-I with TAO, PRN, TAS & REV, EMI-I & III with all Defensive Types, EMI-III with TAO, PRN & TAS, and EMI-IV with TAO, PRN, TAS & REV).

In order to evaluate the coefficient of association between the mean Defensive Types scores (Turning against self-TAO, Projection-PRO, Principalization, on-PRN, Turning against self-TAS and Reversal-REV and mean Academic Effectiveness (AE) scores, the mean (M) Standard Deviation (S.D.) was determined and the number of students (N) was presented in Table 3 and the correlation index

Table 3

Showing five Defense Types and Academic Effectiveness (AE) Descriptive Statistics

Variable	M	S.D.	N
TAO	15.524	3.644	1330
PRO	18.061	3.006	1330
PRN	23.971	3.270	1330
TAS	18.424	5.61	1330
REV	24.156	3.572	1330
AE	105.72	16.811	1330

Table 4

Result showing the connection between five Defensive Types and Academic Effectiveness (AE) mean scores

Defense Styles	TAO	PRO	PRN	TAS	REV
ASE	-0.070*	-0.105**	0.082**	-0.017 ^{ns}	0.097**

Table 4 indicates that the association between Protection Style PRN and AE ($r=0.082$, $df=1328$, $p<0.01$) and Defense Style REV and AE ($r=0.097$, $df=1328$, $p<0.01$) is positive, although the correlation between Defense Style TAO & AE ($r=-0.070$, $df=1328$,

$p < 0.05$) and PRO & AE ($r = -0.105$, $df = 1328$, $p < 0.01$) is important and negative. The connection between TAS and AE is not important.

Hypothesis H0C2 was partly dismissed on the basis of the above findings (as it is approved for the correlation between TAS & AE although rejected for the correlation between TAO & AE, PRO & AE, PRN & AE and REV & AE)

Descriptive data on emotional intelligence (EMI-T) and its four dimensions (EMI-I, II, III & IV) and academic efficacy (AE) are displayed in Table 5.

The correlation coefficient was determined between the mean scores of Emotional Intelligence (EMI-T) and its four dimensions and AE. Mean (M), Standard Deviation (S.D) and Student No. (N) were shown in Table 5 and the association index was shown in Table 6.

Variables	M	S.D.	N
EMI-Total	61.551	9.744	1330
EMI-I	15.047	3.150	1330
EMI-II	14.626	3.464	1330
EMI-III	15.630	3.519	1330
EMI-IV	16.316	3.220	1330
AE	105.72	16.811	1330

Table 6

Results showing the link matrix between Emotional Intelligence-T Mean Scores and their four dimensions (EMI-I, II, III&IV) and Academic Effectiveness (AE)

EMI-T& dimensions→	EMI-T	EMI-I	EMI-II	EMI-III	EMI-IV
AE	0.309**	0.240**	0.271**	0.198**	0.186**

Inspection of Table 6 indicates a strong positive association between EMI-I & AE ($r = 0.309$, $df = 1328$, $p < 0.01$) EMI-I & AE ($r = 0.240$, $df = 1328$, $p < 0.01$) EMI-II & AE ($r = 0.271$, $df = 1328$, $p < 0.01$) EMI-III & AE ($r = 0.198$, $df = 1328$, $p < 0.01$) and EMI-IV & AE ($r = 0.186$, $df = 1328$, $p < 0.01$) EMI-III & AE ($r = 0.198$, $df = 1328$, $p < 0.01$).

CONCLUSION

Education has become essential to a healthy existence that is full of difficulties and tension in the real world. The key aim of education is to achieve all-round personality growth of the students to ensure that they are fitted with social skills and emotional intelligences so that they can cope with problems on all fronts of existence, sustain psychological well-being in aversive situations through knowing and controlling the feelings of themselves and others and a trust in themselves. In this post, we will address an overview of the effect of the defensive processes of teenage students and emotional maturity on academic efficacy.

REFERENCES

1. Joseph Ciarrochi, Frank P Deane, Stephen Anderson (2002) on Emotional Intelligence Moderates the Relationship between Stress and Mental Health
2. Fatemeh Haj Hosseini and Ali Mehdizadeh Zare Anari, (2011) on The Correlation between Emotional Intelligence and Instable Personality in Substance Abusers
3. Pablo Fernández-Berrocal, Ruben Alcaide, Natalio Extremera, David A Pizarro (2006) on the role of emotional intelligence in anxiety and depression among adolescents
4. Chamundeswari, S. (2013). Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level.
5. Seaton, C.L., Beaumont, S.L. (2011). Identity Processing Styles and Defense Styles During Emerging Adulthood: Implications for Life Distress.
6. Whitty, M.T. (2003). Coping and defending: Age differences in maturity of defense mechanisms and coping strategies.
7. Valliant, G. E. (2010). Ego Mechanisms of Defense

Corresponding Author

Parveen Kumar*

Research Scholar, Department of Psychology, University of Rajasthan, Jaipur